

ACHIEVING YOUR PROFESSIONAL POTENTIAL

PROFESSIONAL STANDARDS CAREER STAGES

FOR TEACHERS AND TRAINERS IN THE FURTHER
EDUCATION AND TRAINING SECTOR

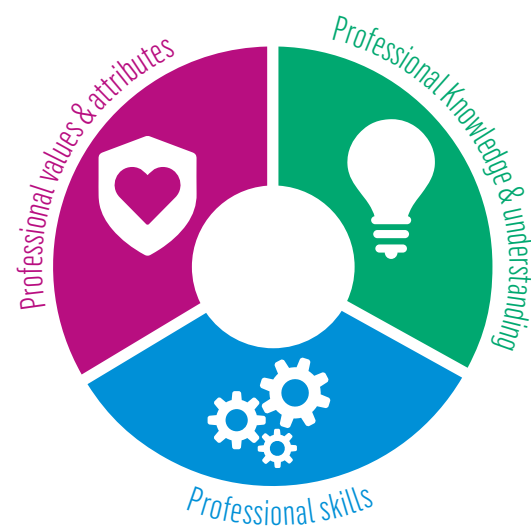
ETFOUNDATION.CO.UK

Introduction

The updated Professional Standards for Teachers and Trainers from the Education and Training Foundation (ETF) are expected to drive culture change within the Further Education and Training sector, helping to focus on key practices that will make the most difference to learners. The Standards provide guidance on professional development and offer a wholistic view of what makes a professional educator in our sector.

Organisations and individuals can interpret the Standards for themselves, but to facilitate a common language of longer-term professional development, we have identified three career stages for teachers and trainers that indicate how practitioners might be expected to develop over their career journey. We have labelled these three career stages **Early Career, Experienced and Advanced**. While we recognise that a person's career is usually a continuous process of developing and improving, the three stages provide a degree of clarity in terms of how an educator's values, knowledge and skills might be expected to evolve over time.

The Professional Standards are set across three domains of practice of equal importance: each one links to and supports the other domains.



Presented as a grid that shows how a teacher or trainer's practice can develop across each of the 20 Standards, the three career stages have a unique emphasis that underpins development and progression at each stage.

Early Career teachers and trainers will be learning and developing the craft of teaching and learning, driven by a desire to achieve competence in each of the Standards, and so the focus is likely to be individual mastery.

Experienced teachers and trainers will usually have several years of teaching/training behind them, are likely to have developed high levels of confidence around their practice and are likely to be more centrally located and influential in their teaching communities. Here, collaboration, inter-disciplinary working, co-creation and sharing good practice will be important ingredients for developing their professional practice.

Advanced teachers and trainers are likely to have more than five years of professional practice behind them, and are well-known to colleagues and others for championing, role-modelling and influencing good practice and the design of organisational initiatives to improve the learner experience. While an advanced teacher can be any teacher or trainer who demonstrates these practices, those who are advanced practitioners, learning coaches and teacher educators are likely to fall into this category.

The career stages and their characteristics are based on rigorous research and observed effective practice in the development of teaching and learning in the post-14 sector. In using the grid, we advise you to see each stage as a building block to the next stage, and that progress made against subsequent stages implies that earlier stages have been achieved and continue to be evidenced within the individual's practice. The grid contains no reference to the achievement of qualifications, nor does it set out detailed guidance on how to evidence what is recommended. Instead, it provides an interpretation of what a professional might be doing at differing stages of their career or training, seen through the 'lens' of the Professional Standards.

It is unlikely for individuals to demonstrate progress against all 20 Standards at the same level, and so a 'spiky profile' is normal. Nor should you see the career stages as having a set time limit since the progress that teachers and trainers will make will depend on their circumstances and the developmental opportunities available to them. It is also essential to remember that moving from one stage to the next will take considerable reflection and sustained practice. All teachers are capable of this progression and we urge managers and professional development coaches to use these Standards in imaginative ways to facilitate this. There are a range of tools and guidance to support you in using the Professional Standards which can be found on the ETF and the Society for Education and Training (SET) websites.

Like any professional development tool, we encourage teachers and trainers to work constructively with their managers to determine the best strategies for developing their career. What research tells us is that a strategy based on shared planning and consent is likely to achieve the best outcomes – for both individuals and their organisations.



Professional Values and Attributes

Develop your own judgement of what works and does not work
in your teaching and training.

Professional Values and Attributes

Career stage and emphasis:	I do:	I share:	I influence:
	I know what this standard means, I have thought about its impact on my practice, and I apply it to my teaching and learning.	I have developed this standard, I am more consistent in how I apply it to my practice, and I actively collaborate with others to develop my teaching and learning in new ways.	I have significantly developed this standard, I build opportunities to support critical reflection amongst colleagues and external stakeholders, and I influence whole-organisation initiatives to improve teaching and learning.
Professional Standards 2022	Early Career Teacher (I do)	Experienced Teacher (I share)	Advanced Teacher (I influence)
01 Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.	Reflect on your teaching and evaluate its impact on your learners, determining which practices, values and beliefs improve outcomes, and which need changing.	Critically reflect on and evaluate the impact of your educational practices, values and beliefs on learners, using the feedback of others to test new ideas and set appropriate targets for improvement.	Support colleagues to critically reflect on the impact of their educational practices, values and beliefs, drawing upon personal examples and external evidence to drive improvements in learner outcomes.
02 Promote and embed education for sustainable development (ESD) across learning and working practices.	Understand the value of educational for sustainable development (ESD) and communicate its importance to your learners, inside and outside the classroom.	Model sustainable practices at work and collaborate with others to develop and embed ESD approaches that build learners' sustainability knowledge, skills and behaviours.	Champion a whole-organisation approach to ESD with peers and external partners by helping them promote, research and embed good ESD practice.

Professional Values and Attributes

Professional Standards 2022

03

Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion or learning.

04

Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.

05

Value and champion diversity, equality of opportunity, inclusion and social equity.

06

Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.

07

Engage with and promote a culture of continuous learning and quality improvement.

Early Career Teacher (I do)

Set high expectations for your learners, using communication that inspires their curiosity and is adapted to meet different individuals' needs and contexts.

Use knowledge of your learners' needs and starting points to develop their confidence and support their progress as critical thinkers and independent learners.

Demonstrate an understanding of diversity, equality of opportunity, inclusion and social equity and apply this to your practice, working with learners to identify and remove barriers to learning.

Build positive relationships with learners and other professionals based on mutual respect and identify key networks that can support you.

Identify and engage with opportunities to develop yourself and your practice, whilst applying your organisation's quality assurance policies effectively.

Experienced Teacher (I share)

Critically reflect on your approaches to motivating and inspiring learners and share these insights with colleagues.

Develop learners' confidence, autonomy and critical thinking skills by consistently involving them in decisions about the pace, approach and difficulty of sessions and by using the results of assessments to plan future progress.

Promote and embed the importance of diversity, equality of opportunity, inclusion and social equity in your practice and share these insights with others to improve understanding.

Collaborate with learners and other professionals in a range of settings to create opportunities for developing and improving the learner experience.

Engage with colleagues, learners and relevant stakeholders to develop and share your knowledge of effective teaching and quality improvement practices.

Advanced Teacher (I influence)

Role model inspirational approaches to teaching and learning that have a demonstrated positive impact on learners' motivation and aspirations.

Promote innovative and high-impact approaches to improving learners' confidence, autonomy and critical thinking skills.

Champion organisational initiatives that support effective practice in diversity, equality of opportunity, inclusion and social equity.

Lead on collaborative projects with colleagues, learners and/or external partners that deliver high stakeholder confidence and improvements to the learner experience.

Create innovative learning opportunities for colleagues to develop their expertise, effectiveness and knowledge of quality improvement.



Professional Knowledge and Understanding

Develop deep and critically informed knowledge
and understanding in theory and practice.

Professional Knowledge and Understanding

Professional Standards 2022

08

Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.

09

Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.

10

Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.

11

Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.

12

Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Early Career Teacher (I do)

Keep your subject knowledge up-to-date to ensure your learners develop relevant understanding and skills to help them progress.

Review sources of educational research to reflect on and inform your knowledge of what works in your teaching.

Share knowledge of effective teaching with colleagues and other professionals to update and improve your practice.

Develop your knowledge of special educational needs and disabilities (SEND) by listening to learners and consulting with relevant legislation and guidance.

Understand the factors and policy drivers that shape your teaching role and professional responsibilities, including what constitutes effective safeguarding.

Experienced Teacher (I share)

Consistently develop your subject knowledge to improve the planning and delivery of your teaching, drawing on relevant research, networks and/or engagement with employers.

Engage with a broad range of relevant theories and research in pedagogy/assessment to inform your teaching and evaluate the results with peers.

Consistently share knowledge of effective teaching practices with colleagues and other professionals to improve your teaching in a range of settings.

Keep abreast of developments in legislation, learning theory and SEND research to develop effective practices in inclusive teaching and improve these through collaboration with others.

Adapt your practice effectively in response to relevant legal, regulatory, institutional and ethical considerations, reflecting critically with others on what this means for your role and professionalism.

Advanced Teacher (I influence)

Support colleagues with developing their subject pedagogy by engaging them critically with the latest research and by signposting them to relevant employers and/or expert communities.

Engage with an extensive range of educational research sources to critically reflect on and develop your teaching practice and the practices of your peers/other stakeholders.

Continuously share knowledge of effective teaching practices with colleagues and other professionals from different communities and use this to influence models of effective teaching within your organisation.

Use your extensive knowledge of SEND research and learners' lived experiences to model effective practice and shape whole-organisational approaches to inclusive teaching.

Support others to develop effective responses to changing legal, regulatory, institutional and ethical priorities that impact on their roles and professionalism.



Professional Skills

Develop your expertise and skills to ensure the best outcomes for learners.

Professional Skills

Professional Standards 2022

13 Promote and support positive learner behaviour, attitudes and wellbeing.

14 Apply motivational, coaching and skill-development strategies to help learners progress and achieve.

15 Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.

16 Select and use digital technologies safely and effectively to promote learning.

17 Develop learners' mathematics, English, digital and wider employability skills.

Early Career Teacher (I do)

Agree and model clear expectations for learning and behaviour with your learners, and take positive steps to support their wellbeing, drawing on appropriate guidance.

Use motivation strategies to keep learners engaged and focused on developing the right skills and knowledge to meet their intended learning outcomes.

Plan your sessions with clear learning outcomes linked to learners' needs and develop safe and appropriate teaching and monitoring strategies to support their progress.

Select and use safe and appropriate digital technologies that engage and support your learners, drawing on your organisation's digital strategy for guidance.

Identify opportunities for developing learners' maths, English and digital skills in your sessions, and prepare learners for the world of work.

Experienced Teacher (I share)

Use a range of effective strategies to develop positive learner behaviour and wellbeing, and adjust these in response to feedback from learners and peers.

Use a range of strategies to motivate and develop learners to a high level, sharing effective practices with peers and setting consistent goals that enable learners to make good progress and achieve.

Plan sessions with clear, stretching learning outcomes and a range of inclusive teaching strategies to achieve learners' goals, and adjust these in response to learner feedback and progress.

Promote and use a range of digital technologies that are safe, engaging and appropriate for your learners and evaluate these with your peers.

Consistently develop opportunities for embedding maths, English and digital skills in your teaching, and work with others to plan and develop learners' employability skills.

Advanced Teacher (I influence)

Promote and create highly productive and enjoyable learning environments where learners consistently develop, thrive and excel.

Develop innovative and solutions-focused strategies for motivating, coaching and/or developing learners across a range of settings, enabling them to make excellent progress and achieve.

Skilfully develop safe, engaging and innovative plans where learners consistently achieve their goals, and support others in effective planning and record-keeping.

Showcase your extensive knowledge and skills in digital technologies with peers to help them confidently develop effective digital practices in their own teaching.

Develop and promote creative approaches to embedding maths, English and digital skills in the curriculum, and contribute to organisational strategies for developing learners' employability.

Professional Skills

Professional Standards 2022

18 Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.

19 Apply appropriate and fair methods of assessment, and provide constructive and timely feedback to support learning and achievement.

20 Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

Early Career Teacher (I do)

- Provide your learners with access to up-to-date information, advice and guidance to help them plan their learning and progression.
- Assess the learning, progress and achievement of learners, matching assessment methods to learning outcomes and providing timely and relevant feedback..
- Plan and develop enrichment and progression activities for your learners, making appropriate links with employers and/or relevant community groups.

Experienced Teacher (I share)

- Provide your learners with access to detailed and up-to-date information, advice and guidance to help them plan, evaluate and reflect on their progress and future ambitions.
- Use a wide range of approaches to assess learning, including giving detailed, personalised feedback to support and extend learners, and share these results with peers to aid future planning.
- Collaborate with employers, higher education and/or community groups to develop a range of enrichment and progression opportunities for your learners.

Advanced Teacher (I influence)

- Proactively engage with team/organisational strategies to develop the effectiveness of information, advice and guidance for learners to improve their progression planning.
- Consistently review and develop effective practice in assessment, feedback and target-setting with peers and learners.
- Support colleagues in developing high-impact enrichment and progression experiences across a range of settings.

The 2022 Professional Standards:

- Empower teachers and trainers to raise standards of teaching and improve learner outcomes.
- Generate new conversations around practitioner learning.
- Promote the importance of education for sustainable development.
- Recognise the value of knowledge-sharing with peers and partners.
- Inspire innovation and creative practices.
- Encourage new thinking on how teachers and trainers can support learners' digital literacy, wellbeing, and work readiness.
- Promote a fair, equitable and respectful learning culture.

The Education and Training Foundation's guidance, developed with the support of practitioners, aims to help teachers and trainers use the Standards and apply them to the context in which they work. Standards and guidance can be downloaded from our website: [et-foundation.co.uk/professional-standards/](https://www.et-foundation.co.uk/professional-standards/)

OUR PARTNERS



Department
for Education

THANK YOU

157–197 Buckingham Palace Road,
London SW1W 9SP

020 3740 8280

professionalstandards@etfoundation.co.uk

[ETFOUNDATION.CO.UK/PROFESSIONAL-STANDARDS/CAREER-STAGES](https://etfoundation.co.uk/professional-standards/career-stages)

Company registration number
(England and Wales): 08540597.
Charity number: 1153859